

### 364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

**01. U.S. HISTORY.** These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

**02. GOVERNMENT/CIVICS.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

**03. ECONOMICS.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

### 488. SOCIAL STUDIES STANDARDS - GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.

The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits).

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

### 489. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.	i. Differentiate between information presented as fact and that presented as interpretation. ii. Compare, contrast, and evaluate differing interpretations of issues. iii. Identify an issue, gather and evaluate data, and support a position with appropriate evidence.

	b. Evaluate and interpret points-of-view using primary and secondary sources.	i. Explore an issue or event through a comparison of primary and secondary sources. ii. Explain how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. iii. Use three types of sources to gather information on a current topic in Idaho.
	c. Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.	i. Distinguish among past, present and future times. ii. Use timelines to identify and explain historical relationships.

#### 490. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Describe the origins of democratic tradition in western civilization.	i. Compare a New England town meeting with Athenian Democracy. ii. Compare the English Glorious Revolution to the American Revolution. iii. Identify John Locke's influence on the American Declaration of Independence.
	b. Identify the tensions associated with the definitions of American democracy.	i. Organize a mock debate between Thomas Jefferson and Alexander Hamilton. ii. Organize a mock debate between John Calhoun and Andrew Jackson and/or Abraham Lincoln. iii. Organize a mock debate between Franklin D. Roosevelt and Ronald Reagan.
	c. Analyze the struggles for the extension of civil rights.	i. Identify the origins and results of the civil rights movements of the 1950s and 1960s. ii. Trace the history of the women's movement from the Seneca Falls Convention 1848 to the present. iii. Organize a timeline of government policies in relation to Native Americans. iv. Evaluate the role of the Supreme Court in the extension of civil rights.

	d. Analyze and evaluate states' rights disputes past and present.	i. Compare and contrast the Articles of Confederation to the United States Constitution. ii. Explore interpretations of the causes of the Civil War. iii. Organize a mock debate between George Wallace and John F. Kennedy. iv. Explore the land use disputes between the federal government and the states.
	e. Provide and evaluate examples of social and political leadership in American history.	i. Define, identify, and evaluate the role of heroism in American history. ii. Compare and contrast leadership styles and contributions of United States presidents.

**491. -- 492. (RESERVED).**

**493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.**

**494. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.	i. Compare the effects of Columbus's discovery on Europe and the Americas. ii. Choose two groups of early explorers and compare their goals: for example, English, Spanish, French, Dutch, and Portuguese.
	b. Identify how religious, social, political, and economic factors shaped settlement patterns in the 17th and 18th century North America.	i. Compare the settlement of Jamestown with the settlement of Santa Fe. ii. Compare New England and Chesapeake societies.
	c. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Evaluate the political and social reasoning behind the Lewis and Clark Expedition. ii. Evaluate the positive and negative effects of the Manifest Destiny.
	d. Know the factors that contributed to western expansion in the United States in the 1800s.	i. Role-play a family discussion about moving west. ii. Evaluate the role of the federal government in the development of the West.

	e. Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.	i. Organize a mock debate over the territorial expansion associated with the Spanish American War, 1898. ii. Analyze the role of the United States in European history since 1945. iii. Identify the uses of the Monroe Doctrine by 20th century United States Presidents.
--	--	--

#### 495. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify motives for migration and immigration in and to the United States.	i. Compare the motives of 19th century Irish immigrants to the Hispanic immigrants of the 20th century. ii. Compare the motives for migration on the California Trail, Mormon Trail, and Oregon Trail.
	b. Analyze the legal, political, social, and economic changes in the status of immigrant groups.	i. Peruse both current and frontier newspapers for changing attitudes towards immigrant groups. ii. Trace the legislative history of American immigration.
	c. Examine the impact of migration and government policy on the encroachment of Native American territories.	i. Analyze the Nez Perce United States government conflict in the 1870s. ii. Identify and evaluate a specific example of forced relocation of Native Americans; for example, the Trail of Tears.

#### 496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Know the factors that contributed to the rise of industrialization in the 19th century.	i. Compare industrial New England to the agricultural South of the pre-Civil War era. ii. Trace the improvements in transportation systems in the 19th century.
	b. Analyze the rise of the American labor movement.	i. Explore the conflict of rights with a particular labor dispute. ii. Write a journal of a worker in a textile factory in Lowell, Massachusetts, in the 1830s.
	c. Analyze the 20th century political responses to industrialization.	i. Compare the reforms of the Progressive era to the New Deal programs.

	d. Analyze the American tradition of volunteerism and philanthropy.	i. Define the settlement house movement and create role-plays for people such as Jane Addams. ii. Identify programs in your town that were created by volunteerism and/or philanthropy.
	e. Identify and analyze the causes of the Great Depression and its effects upon American society.	i. Explore the status the American farmer in the 1920s and the 1930s. ii. Interview or read a first-hand account of a person who experienced the Great Depression.
	f. Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.	i. Compare working conditions in a factory in the early 1900s with a factory of today. ii. Analyze the ways in which new Deal Programs provided relief and recovery during the Great Depression.

#### 497. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Identify and analyze the causes and consequences of the Revolutionary War.	i. Organize a mock debate between a royalist and a patriot. ii. Compare the results of the United States Revolution to the results of the French Revolution.
	b. Identify and analyze the causes and consequences of the Mexican War.	i. Map the territorial gains associated with the Mexican War. ii. Identify the internal conflicts associated with the Mexican War such as the expansion of slavery.
	c. Identify the causes and consequences of the Civil War and Reconstruction.	i. Describe the sectional conflicts between North and South that extended beyond the problem of slavery, such as cultural differences and differing economic interests. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	d. Identify the causes and consequences of World War I.	i. Analyze the arguments for and against the United States' entry into World War I. ii. Organize a debate between Borah and Wilson concerning the Treaty of Versailles.
	e. Identify the causes and consequences of World War II.	i. Compare the causes of World War I to the causes of World War II. ii. Compare the United States' foreign policy after World War I to its foreign policy after World War II. iii. Analyze the reasons for and the consequences of the use of atomic weapons to end World War II.

	f. Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.	i. Identify the origins and meanings of the phrases “Iron Curtain” and “Bamboo Curtain.” ii. Create a set of rules for the Cold War.
	g. Know the reasons for the United States involvement in the Vietnam War and the domestic consequences of this involvement.	i. Compare public support for World War II and public views on the Vietnam War. ii. Evaluate the role of media in influencing public opinion and the anti-war protests.
	h. Explain the role of the United States in Post-Cold War conflicts around the world.	i. Choose a foreign conflict in the last ten years and identify the pros and cons of United States involvement.

#### 498. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.	i. Analyze the impact Rock and Roll had on the 60s. ii. Trace the history of Jazz and the ways it reflects culture. iii. Study a piece of literature in terms of its reflection of culture.
	b. Analyze the contributions of the diverse cultures that make up the population of the United States.	i. Create a metaphor for American culture. ii. Select a population and identify its artist contributions to United States culture.

#### 499. -- 500. (RESERVED).

#### 501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.

#### 502. CIVIC LIFE, POLITICS, AND GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship among civic life, politics, and government.	a. Know the definition of politics and identify the interrelationship between politics and government.	i. Analyze a current issue and explain the relationship between public opinion and public policy. ii. Read and evaluate George Washington’s Farewell Address. Analyze the politics of recent school elections.
	b. Explain how the United States is governed by a system of laws.	i. Read and analyze the Supremacy Clause. ii. Explore the tension between the rule of law and the right to question authority in a democratic system.
	c. Know the different forms of government.	i. Compare and contrast a republic to a direct democracy. ii. Analyze a parliamentary system.

**503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Describe the origins of constitutional law in western civilization.	i. Identify and research the lives and ideas of pre-American Revolutionary philosophers who had an influence on constitutional law. ii. Explain how the writing of the Declaration of Independence and United States Constitution were influenced by English governmental documents.
	b. Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.	i. Analyze the tension between the need for liberty and unity. ii. Compare the Bill of Rights with the ideals of the Declaration of Independence.
	c. Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.	i. Using the Constitution, identify the central principles of the United States governmental system. ii. Give examples of current applications of the central principles of the United States governmental system.
	d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.	i. Describe the three branches of national government. ii. Describe the separation of powers and the process of checks and balances. iii. Examine the concept of judicial review and its impact.
	e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.	i. Organize pro/con debates over the adoption of specific amendments.
	f. Describe how diverse populations contribute to political life in the United States.	i. Analyze voting patterns for specific elections. ii. Research how various populations have influenced campaign promises and political decisions.

**504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Know the three branches of federal government, their powers, and responsibilities.	i. Identify the separation of powers as demonstrated in the impeachment process. ii. Explore the constitutionality of a contemporary issue.
	b. Explain the functions, powers, and relationships among federal, state, and local governments.	i. Define and give examples of federalism at work in our daily lives. ii. Evaluate the powers reserved to the states under the 10th Amendment. iii. Identify and evaluate the relationship between a local school board and state government.
	c. Explain how each level of government raises money to pay for its operations and services.	i. Analyze charts and graphs depicting governmental revenues and expenditures. ii. Interpret a property tax bill. Study the issues of a local levy or bond election.
	d. Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.	i. Locate Idaho reservations on a map. ii. Develop a dialogue with tribal council about their government. iii. Analyze and trace the implementation of a treaty.
	e. Analyze the role of political parties and other political organizations and their impact on the American system of government.	i. Trace the rise of the two-party system in the United States. ii. Analyze the role of third parties in presidential elections. iii. Identify and explore both the common ground and essential differences between Republicans and Democrats. iv. Differentiate between liberal and conservative ideologies. v. Explain and evaluate the role of lobbyists and political action committees.

**505. UNITED STATES FOREIGN AFFAIRS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of United States foreign policy in the modern world.	a. Know the characteristics of United States foreign policy and how it has been implemented over time.	i. Identify examples of current United States participation in negotiations on global issues. ii. Analyze and evaluate the use of American troops around the world. iii. Analyze and evaluate the effects of trade embargoes on foreign countries as well as the United States.



	b. Identify and evaluate the role of the United States in international organizations and agreements.	i. Evaluate the role of the United States in the United Nations. ii. Evaluate the role of the United States in the North Atlantic Treaty Organization (NATO). iii. Identify and evaluate the effects of a specific trade agreement such as the North American Free Trade Agreement (NAFTA).
	c. Identify and evaluate American foreign policy as it relates to environmental issues.	i. Evaluate the United States' stance on the global warming treaty.

#### 506. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Explain the balance of personal responsibilities and rights in American life.	i. Apply the 1st Amendment right of freedom of speech to a current issue. ii. Identify citizens' responsibilities and rights found in the Declaration of Independence.
	b. Know the ways in which citizens can participate in the political process at the local, state, and national level.	i. Identify how and where a citizen registers and votes.
	c. Explain the electoral process at each level of government.	i. Create a mock campaign including the nomination process, campaign funding and spending, voting procedures, influence of media coverage, campaign advertising, and public opinion polls. ii. Define and evaluate the function of the Electoral College.
	d. Know the concept of citizenship and the ways in which individuals become citizens.	i. Identify the steps of becoming a naturalized citizen. ii. Identify the circumstances by which the rights of citizenship can be reduced or removed.

#### 507. -- 508. (RESERVED).

#### 509. ECONOMICS, SECTIONS 510 THROUGH 514.

These standards of economic instruction are meant to prepare high school students for entry into the workforce and entrepreneurship as well as for post-secondary education.

#### 510. FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Define scarcity and explain its implications in decision making.	i. Identify what consumers and/or societies gain and give up when they make choices.

	b. Know ways in which the interaction of all buyers and sellers influence prices.	i. Predict how prices will change when there is either a shortage or a surplus of product availability. ii. Identify markets in which high school students participate as consumers.
	c. Define credit and debt and explain their effects.	i. Explore the costs and/or benefits of borrowing money at a governmental, business, or personal level.
	d. Identify the incentives that determine what is produced and distributed in a competitive market system.	i. Analyze the impact of an increase in the minimum wage, a new tax policy, or a change in interest rates.
	e. Describe the concept of interest and explain how interest rates are determined.	i. Calculate the payment of interest for loans and other credit. ii. Calculate interest earnings on savings and investments. iii. Explain how fluctuations in the marketplace and government policy affect interest rates.
	f. Compare and contrast free market and controlled economies of various nations and eras.	i. Identify and compare the United States economic systems with those of other nations and eras. ii. Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method.
	g. Apply economic concepts to explain the role of imports/exports both nationally and internationally.	i. Identify barriers to trade and how they affect both domestic and international trade policies. ii. Identify and compare free trade agreements.

#### 511. CONCEPT OF MONEY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of money.	a. Analyze the role of money as a medium of exchange.	i. Compare a money system with a bartering system.
	b. Explain how money derives its value.	i. Analyze and evaluate sample budgets. ii. Study examples of hyperinflation and/or devaluation.

#### 512. INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Explain the impact of culture, values, and belief systems on economic systems.	i. Explore the influences the computer has on the economic system. ii. Analyze and evaluate the relationship between labor and management. iii. Compare and contrast cultural values as they affect spending patterns.

	b. Explain and illustrate environmental and geographical impacts on economic policies and decisions made by federal, state, regional, and local officials.	i. Analyze the effects of natural disasters and weather patterns on economic decisions. ii. Describe the economic diversity of a state or nation as determined by geography.
	c. Describe and illustrate the impact of governmental policies and decisions on economic systems.	i. Investigate how the Federal Reserve system influences economy. ii. Trace the impact of a law or regulation on the economy. iii. Evaluate a State of the Union and/or a State of the State address for its economic impact.

### 513. ECONOMIC INSTITUTIONS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Know the different types of economic institutions and understand how they differ from one another.	a. Know the characteristics of various types of business structures.	i. Compare and contrast a sole proprietorship and a corporation. ii. Classify various businesses in the community by type. iii. Compare the role of a non-profit organization to that of a for profit business.
	b. Identify the business characteristics of an entrepreneur.	i. Research and write a biography of an entrepreneur. ii. Explore how a person starts a business. iii. Identify the risks and returns of owning your own business.
	c. Identify the role of the stock market.	i. Develop a mock stock market game. ii. Describe how the stock creates capital for businesses. iii. Evaluate and monitor stock values.
	d. Explain the role of banking institutions.	i. Differentiate among various types of banking services. ii. Identify and research the services of a local banking institution.
	e. Explain the purposes of labor unions.	i. Differentiate between adversarial and interest-based bargaining. ii. Evaluate collective bargaining in sports.

**514. PERSONAL FINANCE.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concepts of good personal finance.	a. Examine and apply the elements of responsible personal fiscal management.	<ul style="list-style-type: none"> <li>i. Create and evaluate a personal budget.</li> <li>ii. Balance a checkbook and reconcile a savings account statement.</li> <li>iii. Read and complete a loan and credit card application.</li> <li>iv. Read and analyze a loan or credit card agreement.</li> <li>v. Calculate the true cost of credit.</li> <li>vi. Differentiate between contingent liability and an asset.</li> <li>vii. Evaluate the benefits and risks of investments.</li> </ul>
	b. Identify and evaluate sources and examples of consumers' responsibilities and rights.	<ul style="list-style-type: none"> <li>i. List responsibilities and rights found in a contract.</li> <li>ii. Investigate the implications of limited rights of cancellation for Idaho consumers.</li> <li>iii. Collect information regarding Federal and Idaho consumer protection laws.</li> </ul>
	c. Define the concept of taxation as applied to personal finances.	<ul style="list-style-type: none"> <li>i. Demonstrate the ability to select and complete appropriate tax forms.</li> </ul>